

SELECT Fall 2014 Course Descriptions

ESE 501 Exceptional Students in Regular Programs: Autism and PDD (#15903)

This course is designed to provide graduate level instruction in the process of mainstreaming or maintaining integration of students with special needs in a regular classroom. (See certification, age(s), and disability categories). Emphasis will be placed on the collaborative process of planning for and implementing successful programs that support inclusionary practices in the schools for students with Autism Spectrum Disorders and Pervasive Developmental Disorders. Focus will be on IEP development and interpretation, multi-disciplinary team communication, curricular and environmental adaptation, relevant technology, and school community awareness/support.

ESE 501 Exceptional Students in Regular Programs: Inclusionary Practices (#15942 & #15943)

This course is designed to provide graduate level instruction regarding inclusive practices. Emphasis will be placed on the collaborative process of planning for and implementing successful programs that support inclusionary practices in the schools for students with disabilities. Focus will be on designing instruction that enables students to access challenging curricular content, organizing assessment data and using technology in the assessment process, planning a universally designed curriculum and other related topics. A related focus will be on effective use of collaboration among professionals in order to increase the effectiveness of inclusionary practices.

ESE 502 Behavior Management in Special Education: Autism, ADD/ADHD, and Bipolar (#15904 & #15906)

This course is designed to provide graduate level instruction in the learning principles and practical strategies needed in the development and implementation of behavior management procedures supportive of a positive learning environment for students with disabilities. (See certification, age(s), and disability categories that you can find at the Arizona Department of Education web site: <http://ade.state.az.us/>). Students will be introduced to the components of functional behavior assessment/analysis and the design of individual and group intervention plans. Learners will investigate research based cognitive and behavioral interventions strategies. Application of skills in consultative and collaborative settings will be discussed to assist and support staff and parents. Learners will learn behavioral techniques for different instructional settings including inclusion, mentoring and helping students to self-advocate.

ESE 502 Behavior Management in Special Education: Differentiating Emotional Disabilities and Behavioral Disorders (#15905)

Students with Emotional Disabilities and Behavioral Disorders are different populations, though often they all carry the Special Education eligibility of ED. This course will examine, compare and contrast students with emotional disabilities and behavioral disorders. Practical methodology and background information will be presented including: definition, characteristics and identification of individuals with these

labels. This course will touch on aspects of Mental health and Behavioral Health agencies and supports. Students will learn techniques to develop and design effective learning environments and activities through the review of case studies and discussions. The course will help students improve skills in identifying appropriate teaching strategies, classroom, and behavioral management systems. The course will also cover and discuss Positive Reinforcement, Positive Behavior Support (PBS), accessing outside resources, contingency contracts, and utilization/application to Least Restrictive Environments (LRE). This course is designed to provide graduate level instruction in methods, management techniques, styles materials, and related information to students with Emotional Disabilities.

ESE 503 Diagnosis and Assessment in Special Education: Psycho-educational Assessment and Interpretation for Special Education Administrators (#15944)

This course is designed to provide graduate level instruction in the theoretical and practical foundations of evaluation and assessment of individuals with special needs. It is primarily intended for special and regular education teachers, administrators, related service personnel, paraeducators, and other interested individuals, including parents. The goal of this class is to provide students the necessary skills in understanding school-based assessment practices, basic interpretation of testing data, and general issues concerning special education testing and eligibility. History and theoretical models will be introduced and reviewed; however, emphasis will be placed on, but not limited to, learning specific evaluation policies, processes, and procedures; becoming familiar with common testing instruments and scoring; compliance issues; ethical considerations; and understanding special education law as it applies to assessment and eligibility determination. All special education eligibility categories under IDEA 2004 will be addressed with particular emphasis in the assessment and determination of autism, emotional disability, other health impairment, specific learning disability, and intellectual disability. Students will learn how to link assessment results to individual learning profiles and eligibilities, and how understanding an individual's particular strengths and needs can lead to instruction that is differentiated and specific to each learner.

ESE 504 Methods and Materials in Special Education: Family Centered Practices (#15907 & #15909)

This course is designed to provide graduate level instruction in issues associated with families and family systems. This course will highlight effects of disabilities on families and strategies for family support and empowerment. This course will benefit all school personnel to include amongst others: teachers, administrators and school psychologists.

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ESE 504 Methods and Materials in Special Education: Implementing Effective Co-Teaching Practices in the Classroom (#15908 & 15964)

This course is designed to provide graduate level instruction in methods, materials, and related subject matter as it relates to exceptional students (see certification, age(s), and disability categories which you can find at the Arizona Department of Education web site: <http://ade.state.az.us/>) with a focus on co-teaching methods and strategies. Practical methodology and background information will be presented including: understanding learning principles, designing learning environments, identifying teaching strategies, and linking assessment to instruction through development and interpretation of the IEP. Relevant technology will be addressed. Focus will be placed on working with co-teachers to establish positive learning circumstances for students in special education and general education programs.

ESE 504 Methods and Materials in Special Education: Effective Reading Instruction for Struggling Readers (#15945)

This course is designed to provide graduate level instruction in methods, materials, and related subject matter as it relates to effective reading instruction for struggling students. Practical methodology and background information will be presented including: understanding how children learn to read, why children struggle, the foundational skills necessary for reading, identifying teaching strategies, and linking assessment to instruction. This course will meet the needs of special education teachers, reading interventionists, K-3 teachers and teachers of struggling readers. Related service providers and administrators will also benefit from the course by learning strategies to support teachers with reading instruction.

ESE 504 Methods and Materials in Special Education: Research Based Math aligned with College and Career Readiness Standards (#15910)

This course is designed to provide graduate level instruction in methods, materials, and related subject matter as it relates to exceptional students (see certification, age(s), and disability categories which you can find at the Arizona Department of Education web site: <http://ade.state.az.us/>). Practical methodology and background information will be presented including: understanding learning principles, designing math learning environments, identifying math teaching strategies, and linking math assessment to instruction through development and interpretation of the IEP. Focus will be placed on appropriate IEP goals, lesson plans, and instructional strategies that align with core curriculum and encourage inclusionary practices through the use of peer leaders and assistive technology.

ESE 504 Methods and Materials in Special Education: Reading Skills Teaching Children's Literature aligned with College and Career Readiness Standards (#15911)

This class will provide a broad knowledge of teaching Children's Literature to Special Ed children. This course will focus on reading skills for Special Needs children according to AZ State Standards. There is a direct correlation between reading and student success. In this course you will learn to help children enjoy Children's Literature as well as develop strong reading skills that will enable them to be successful

learners. The student will actively participate in the class discussion board as well as submit weekly journal entries, quizzes and assignments. This course will broaden the knowledge of how to work with, assess, prepare, and teach gifted early childhood children.

This course is designed to provide graduate level instruction in methods, materials, and related subject matter as it relates to exceptional students (see certification, age(s), and disability categories which you can find at the Arizona Department of Education web site: <http://ade.state.az.us/>). Practical methodology and background information will be presented including: understanding learning principles, designing learning environments, identifying teaching strategies, and linking assessment to instruction through development and interpretation of the IEP. Relevant technology will be addressed. Focus will be placed on appropriate lesson plans that access the mainstream curriculum and encourage inclusionary practices.

ESE 505 Consultation Techniques in Special Education: Individual Education Process Aligned with College and Career Readiness Standards (#15912)

This course is designed to provide educators with techniques and strategies to use the common core effectively with students who receive special education services. The class will assist teachers in aligning IEP goals as well as classroom objectives with the College and Career Readiness Standards.

This course provides graduate level instruction in a best practices approach to assist educators in aligning the college and career readiness standards with the IEP process in order to effectively integrate the common core into their classroom.

ESE 506 Administration and Supervision in Special Education: School Finance for Special Education Services (#15913)

This is a graduate class designed to prepare the student for his/her initial role in special education administration in the area of budget preparation, grants management and the expenditure of funds to support teaching and learning. The target audience will be those individuals who desire to become effective, fiscally responsible, and visionary leaders in educational programs serving diverse learners.

This course is designed for those who have been assigned oversight for special education programs and budgets in their role as an administrator. Students will be exposed to school finance methods, IDEA-Part B allocation and allowable usage, grant writing, and accounting methods for expenditures and tracking of funds. Administrative management, written communication skills, and real-world problem solving skills will be emphasized.

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ESE 506 Administration and Supervision in Special Education: Compliance on a Shoestring for Small Schools and Charters (#15914)

Managing Special Education services and supports is not easy. The law, State and Federal rules and regulations are constantly changing. Couple this with reductions in funding and the “do more with less mantra” and it seems overwhelming. It can be especially difficult for small public schools and charters with smaller populations, outliers, minimal or unique needs, and small budgets.

These situations create a barrage of questions that quickly comes to light including: What is compliant? What is minimal compliance? How do we get there? What can services look like? What is legal? What are our options? Where can I go for help? This course is designed to discuss and explore these types of situations. This course is designed for the practitioner and will cover not only staying compliant with State and Federal rules and regulations, but also touch on how to be cost efficient with services, program design and implementation. This course will address the day to day operational questions, the *How to*, *What if*, and *What now*, questions that those charged with Special Education admin in small schools, charters, and districts face daily.

This course provides graduate level instruction in best practices for the administration and supervision of Special Education programs. Students will be exposed to critical case studies, research, litigation, and law central to leadership in this area. The IEP process will be outlined from the stages of child find through service delivery. Administrative roles, communication, and organizational models will be discussed.

ESE 506 Administration and Supervision of Special Education: Legal Aspects and Compliance (#15915)

This course is designed and intended for teachers and novice special education administrators. Students will gain a greater understanding of Arizona and Federal laws governing Special Education. Methods of conflict resolution, mediation, and complaint procedures in Arizona will be discussed. There is an emphasis in this course on theory to practice, what you can use the next day in your profession. Students will review the most current cases and trends in special education law.

This course provides graduate level instruction in the legal practices for the administration and supervision of Special Education programs governing all categories of special education. Practicing special education teachers, specialists, coordinators and administrators of special education programs will benefit from the information provided. Students will be exposed to “real” case studies, litigation and law that governs the evaluation and the individual education plan for eligible students. Both state and federal legal issues will be addressed. Students will gain practical knowledge on applying legal guidelines to special education programs including communication and collaboration with parents and families. The IEP process will be outlined from the stages of child find through service delivery.

ESE 506 Administration and Supervision in Special Education: Introduction to Special Education Administration (#15916)

This is a graduate class designed to prepare the student for his/her initial role in special education administration. The target audience will be those individuals who desire to become effective and visionary leaders in educational programs serving diverse learners. This course is

designed for those who have been assigned oversight for special education programs in their role as an administrator. Students will be exposed to critical case studies, research, litigation, and law central to leadership in this area. The IEP process will be outlined from the stages of child find through service delivery. Administrative roles, communication, and organizational models will be discussed.

ESE 509 Foundations of Special Education: Early Childhood Speech and Language Development (#15917)

This course is designed to provide instruction in the issues involved in the education of young children with speech and language delays or disorders. The areas of phonology, syntax, semantics, and pragmatics or functional communication will be emphasized. Language development in bilingual students will be addressed. Strategies for collaboration between Speech-Language Pathologists and Classroom Teachers and integrating activities into the curriculum will be stressed, as well as early literacy skills and speech/language development. Procedures for implementing assistive and alternative communication in the preschool classroom will also be explored.

ESE 509 Foundations of Special Education: Autism (#15918 & #15923)

This is a graduate course designed to provide instruction in the salient issues involved in the education of students with disabilities. The class will examine the specific disability category of autism (see certification and/or disability categories which can be found at the Arizona Department of Education web site: <http://ade.state.az.us/>). Assessment and instructional methods will be emphasized specific to the handicapping conditions addressed by this course, including relevant forms of assistive technology. Strategies for collaboration with other professionals and parents will be stressed. Appropriate uses for inclusion and co-teaching will be explored as a means for expanding opportunities for students with disabilities. Additionally, procedures for mentoring and involving students with disabilities in self-advocacy and personal goal setting will be instructed.

ESE 509 Foundations of Special Education: Early Childhood Development and Learning (#15919)

This course will provide an overview of Early Childhood Education It will enable teachers and support personnel the opportunity to learn the fundamental aspects of Early Childhood from a holistic perspective. In addition, students will: (1) Demonstrate an understanding of developmentally appropriate classrooms; (2) Understand a variety of teaching theories; and (3) Explore various evaluation techniques and instruments.

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ESE 509 Foundations of Special Education: Early Childhood Autism (#15920)

This course will provide knowledge on early signs of Autism, history of the disorder, early intervention information, diagnosis, and some classroom parenting methodology. This covers ages birth-5. The student will actively participate in the class discussion board as well as submit weekly journal entries, quizzes, and assignments.

This course is designed to provide graduate level instruction in the salient issues involved in the education of students with disabilities. The class will take a perspective of specific disability category/categories (see certification and/or disability categories which can be found at the Arizona Department of Education web site: <http://ade.state.az.us/>). Assessment and instructional methods will be emphasized specific to the handicapping conditions addressed by this course, including relevant forms of assistive technology. Strategies for collaboration with other professionals and parents will be stressed. Appropriate uses for inclusion and co-teaching will be explored as a means for expanding opportunities for students with disabilities. Additionally, procedures for mentoring and involving students with disabilities in self-advocacy and personal goal setting will be instructed.